



Implementing SIMDIK in Islamic Education: A Qualitative Evaluation of Management Information Systems at Al-Fityan School Foundation Gowa

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Abstract

This study aims to examine the implementation and effectiveness of the Educational Management Information System (SIMDIK) at Al-Fityan School Foundation Gowa, Indonesia, with particular attention to its contribution to educational administration and digital transformation. This study employed a qualitative descriptive approach. Data were collected through observation, in-depth interviews, and documentation involving relevant stakeholders within the foundation. Data were analyzed through data reduction, data presentation, and conclusion drawing. The findings indicate three main results. First, SIMDIK integrates student, teacher, curriculum, administrative, and financial data, thereby supporting more systematic and efficient educational administration. Second, the use of digital platforms, including Google Workspace, E-Rapor Online, and LMS AFDAL, facilitates document management, assessment, reporting, online or hybrid learning, and monitoring of student progress. Third, the implementation is supported by coordination among educational units and a shared organizational vision regarding the strategic role of technology, while differences in users' information technology skills remain a significant challenge requiring continuous training and technical support. These findings indicate that SIMDIK contributes to improving the efficiency, integration, and accessibility of educational management processes at the foundation. The study implies that sustainable digital transformation in educational institutions requires not only technological infrastructure but also organizational coordination, user competency development, and continuous system evaluation.

Keywords: Islamic Education Management; Digital Transformation; Qualitative Evaluation; School Administration; Indonesia

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INTRODUCTION | مقدمة

Education plays a fundamental role in developing students' intellectual, moral, and social capacities and in preparing them to participate meaningfully in society (Lutfio et al., 2023). In the Islamic educational perspective, education is not limited to the transfer of knowledge but also encompasses the formation of character, moral values, and responsible conduct. The Qur'an places knowledge within an important framework of human development: "Seeking knowledge is obligatory upon every Muslim." The verse regarding education can be found in QS. At-Taubah/9:122 (Kementerian Agama, 2022).

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

The translation is:

Why do not some among every group of them go forth to learn more about their religion and to warn their people when they return to them, so that they may take heed of themselves.

The verse emphasizes the importance of deepening knowledge and sharing it with the community. Ibn Kathir explains that the verse does not require all believers to engage in the same activity; rather, some members of the community should devote themselves to acquiring knowledge and subsequently convey their understanding to others. Thus, knowledge has a social function because it supports individuals and communities in distinguishing between what is beneficial and harmful and in making appropriate decisions (Syakir, 2012). This principle is relevant to contemporary educational management, in which knowledge and information must be systematically managed to support institutional decision-making and educational quality.

Achieving educational quality requires an effective management system that is adapted to the resources, characteristics, and needs of each educational institution. Educational decentralization provides institutions with greater autonomy to manage their resources and develop strategies according to their institutional context. Such autonomy requires reliable management practices because educational institutions must be able to plan, organize, implement, monitor, and evaluate their programs effectively. Consequently, educational management is increasingly connected to the ability of institutions to manage information accurately, efficiently, and transparently.

The rapid development of information and communication technology has transformed educational management practices. Digital transformation enables educational institutions to collect, store, process, and distribute information more efficiently and can improve the effectiveness and quality of educational services (Sunarya et al., 2025). Previous studies have indicated that management information systems can improve data accuracy, accelerate administrative processes, and support institutional decision-making (Nuraini & Hanifah, 2024). Therefore, management information systems are no longer merely administrative instruments but have become strategic resources for improving the quality and accountability of educational management.

A management information system integrates information technology, human resources, and organizational procedures to collect, process, store, and distribute relevant information (Zamroni, 2020). Its effectiveness therefore depends not only on hardware and software but also on the competencies of users and the procedures established within the organization (Sonia, 2020). In educational institutions, management information systems facilitate the management of academic, administrative, personnel, student, attendance, assessment, and other institutional data. The availability of accurate and accessible information can support stakeholders in making evidence-based decisions and increase transparency in educational management (Farid et al., 2025).

In the educational context, an Educational Management Information System (SIMDIK) refers to the application of information and communication technology to manage information related to educational processes and institutional administration (Sapriadi et al., 2025). SIMDIK supports managerial functions, including planning, organizing, implementation, monitoring, and evaluation. Its application can help educational institutions optimize their resources and improve the quality of services provided to students and other stakeholders (Jauhari, 2021). However, the success of SIMDIK implementation cannot be determined solely by the availability of

technological infrastructure. Human resource competence, organizational readiness, leadership support, user acceptance, training, and institutional procedures are also important factors influencing its effective utilization.

The implementation of SIMDIK is particularly relevant to Islamic educational institutions that manage complex academic and administrative activities. The Al-Fityan School Foundation Gowa, as an educational institution committed to providing quality education, manages various forms of institutional and student data. The increasing volume and complexity of such data create a need for an integrated information management system that can support administrative efficiency and data-based decision-making. SIMDIK is therefore expected to facilitate the collection, storage, processing, and dissemination of institutional information while supporting more effective educational management.

Despite these potential benefits, the implementation of SIMDIK at Al-Fityan School Foundation Gowa also presents practical challenges. One concern is the limited availability of a dedicated digital portal that enables parents to monitor their children's academic progress and attendance conveniently. Another challenge relates to the readiness and competence of human resources involved in operating the system. Teachers and administrative personnel with different levels of technological experience may require continuous training and technical assistance to use the system effectively. These conditions indicate that SIMDIK implementation involves not only technological development but also organizational adaptation and human resource development.

The implementation of SIMDIK is also closely related to broader educational quality assurance. Indonesian education policy establishes National Education Standards as a framework for ensuring educational quality, including standards concerning content, processes, graduate competencies, educators and educational personnel, facilities and infrastructure, management, financing, and assessment. Within this framework, effective information management can support institutions in documenting, monitoring, and evaluating various educational activities. Consequently, SIMDIK can function as a strategic management instrument that supports institutional accountability and continuous improvement.

Previous research has generally examined management information systems from the perspectives of administrative efficiency, information management, technological utilization, and institutional decision-making. However, relatively limited attention has been given to how educational personnel experience and adapt to the implementation of SIMDIK within an Islamic educational institution. In particular, the challenges associated with human resource readiness, user adaptation, parental access, institutional procedures, and the integration of SIMDIK into daily educational management require further investigation. This constitutes the research gap addressed by the present study.

The novelty of this study lies in its focus on the implementation of SIMDIK as an organizational and human-centered process within an Islamic educational institution, rather than examining the system merely as a technological or administrative tool. The study specifically explores how educational personnel experience SIMDIK implementation, how they manage institutional and student data, what challenges they encounter, and how the institution responds through training, technical support, strategic planning, and organizational adaptation. By examining these dimensions in the context of Al-Fityan School Foundation Gowa, the study provides a context-specific understanding of SIMDIK implementation in Islamic education.

Furthermore, the study views SIMDIK implementation not only from the perspective of

system availability but also through the interaction between technology, human resources, and organizational management. This perspective provides a more comprehensive understanding of why the implementation of a management information system may succeed or encounter obstacles in educational institutions. The findings are expected to contribute to the development of more effective strategies for digital educational management, particularly in strengthening data management, improving staff competencies, increasing stakeholder access to information, and supporting evidence-based decision-making.

Based on this research gap and the practical challenges identified at Al-Fityan School Foundation Gowa, this study aims to examine the implementation of the Educational Management Information System at Al-Fityan School Foundation Gowa. Using a qualitative phenomenological approach, the study explores the experiences of educational personnel in implementing SIMDIK, the challenges encountered during its utilization, and the strategies employed by the institution to improve the effectiveness of digital educational management.

METHOD

منهج

This study employed a qualitative research approach using a phenomenological design. The phenomenological approach was selected because the study aimed to explore and understand the experiences of educational personnel in implementing the Educational Management Information System (SIMDIK) at Al-Fityan School Foundation Gowa. Rather than focusing solely on the technical functions of the system, the study examined how participants experienced the implementation process, understood the changes in educational administration, and responded to challenges associated with the use of digital information systems.

The qualitative approach enabled the researcher to obtain in-depth information through direct interaction with participants and observation of the research setting. The researcher served as the primary instrument in collecting and interpreting data, supported by interview guides, observation guidelines, and documentation instruments. The data analysis process followed the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing/verification (Sugiyono, 2020).

Data Sources

This study uses both primary and secondary data sources. Primary data are data obtained directly from respondents or objects being studied, or those directly related to the object under investigation (Yusanto, 2020). This data can be collected directly from individuals being studied or from the field (Fadli, 2021). This study used primary and secondary data. Primary data were obtained directly from participants who were involved in or had experience with SIMDIK implementation. These participants included foundation and school administrators, IT personnel, students, and parents. Primary data were collected through interviews and observations conducted in the research setting.

Secondary data consisted of documents relevant to SIMDIK implementation and educational management at the institution. These included institutional documents, administrative records, reports, program documentation, guidelines, and other relevant materials. Secondary data were used to complement and verify information obtained from interviews and observations.

Research Design

The method used in this study refers to the tools needed or used to obtain and collect data

to solve the research problem in order to achieve the research objectives (Fendini, 2020). In this context, the researcher uses instruments to collect data by directly asking informants, listening, requesting, and gathering data and information related to the study. Data collection comes from information providers (informants), so the researcher requires instruments during the research process (Fauzan Almanshur, 2016).

Metode Pengumpulan Data

1. Observation; Observation is a complex data collection technique that involves processes consisting of various biological and psychological aspects through observation and memory (Fauzan Almanshur, 2016). Therefore, the researcher directly goes into the field to observe objects related to the study in order to understand the objective conditions around the research location.
2. In-depth Interview; An interview is a conversation with a specific purpose. The conversation takes place between two parties: the interviewer, who asks questions, and the informant, who provides answers to those questions (Yusanto, 2020).
3. Documentation; Documentation is data collected from past events that can consist of writings, images, works, observation results, or interviews. Documentation serves as a complement to observation and interview methods; these documents are then analyzed, explained, compared, and integrated to form a comprehensive and systematic study (Fauzan Almanshur, 2016). Such documents include diaries, letters, publications, official reports, program notes, and others.

RESULT | نتائج

Overview of Educational Management Information System Implementation

The findings indicate that the implementation of the Educational Management Information System (SIMDIK) at Al-Fityan School Foundation Gowa has been integrated into the institution's educational management processes. The implementation was identified through four main management stages: planning, organizing, implementation, and evaluation. These stages are interconnected and supported by several digital platforms, including Google Workspace, E-Raport Online, and the LMS AFDAL.

The implementation does not merely involve the use of digital applications but also includes the management of student, teacher, curriculum, administrative, financial, and learning data. The findings show that digitalization has contributed to more systematic data management, facilitated access to information, and supported administrative and educational decision-making.

Table 1. SIMDIK Implementation Based on Management Functions

Management Function	Implementation at Al-Fityan School Foundation Gowa	Main Activities	Observed Outcomes
Planning	Development of digital management strategies according to institutional needs	Identification of data and administrative needs; planning of digital platforms and resources	More structured management planning
Organizing	Distribution of responsibilities among management, IT personnel, teachers, and administrative staff	Assignment of system-management and data-management responsibilities	Clearer division of responsibilities
Implementation	Use of Google Workspace, E-Raport Online, and LMS AFDAL	Student data management, learning activities, reporting, and administrative processes	Faster and more integrated administrative processes
Evaluation	Continuous monitoring and evaluation involving relevant stakeholders	Review of system use, identification of problems, and system improvement	Continuous improvement and system adaptation

The findings suggest that the implementation of SIMDIK at the foundation has developed

beyond a purely administrative function. The system has become part of the institution's broader management process, particularly in coordinating information and supporting decision-making.

Digital Platforms and Their Functions

The study identified several digital platforms used to support educational management. Each platform has a different function but contributes to the overall digitalization of institutional activities.

Table 2. Digital Platforms Used in Educational Management

Digital Platform	Main Function	Users/Stakeholders	Contribution to Management
Google Workspace	Communication, document management, collaboration, and data sharing	Teachers, administrators, management	Facilitates collaborative work and information sharing
E-Raport Online	Digital management and reporting of student assessment results	Teachers, school management, students/parents	Facilitates preparation and access to student reports
LMS AFDAL	Digital learning management and distribution of learning materials	Teachers and students	Supports learning activities and digital learning resources
Other administrative systems	Management of institutional and administrative information	Administrators and management	Supports data organization and administrative efficiency

The integration of these platforms indicates that SIMDIK implementation involves multiple digital tools rather than relying on a single application. The combination of platforms allows educational and administrative activities to be managed according to their respective functions.

Themes Emerging from the Research Findings

Analysis of observation, interviews, and documentation identified several major themes related to SIMDIK implementation. These themes include data integration, administrative efficiency, decision-making, human resource readiness, organizational support, and continuous evaluation.

Table 3. Major Themes and Findings

Theme	Evidence/Findings	Interpretation
Data integration	Student, teacher, curriculum, administrative, and financial information is managed through digital systems	SIMDIK supports more systematic information management
Administrative efficiency	Digital platforms reduce dependence on paper-based processes and facilitate access to information	Digitalization improves administrative efficiency
Learning support	LMS AFDAL supports digital learning activities and learning-material management	SIMDIK contributes to both administrative and instructional processes
Reporting	E-Raport Online facilitates the preparation and management of student progress reports	Reporting becomes more systematic and accessible
Decision-making	Integrated information facilitates access to institutional data	Managers can make decisions based on more readily available information
Organizational support	A shared institutional vision supports digital implementation	Organizational commitment is an important supporting factor
Human resource readiness	Differences in IT skills among users remain a challenge	Training and technical assistance are required
Continuous evaluation	The system is periodically evaluated and developed according to institutional needs	Evaluation supports system sustainability

These findings demonstrate that the effectiveness of SIMDIK is influenced by the interaction between technological infrastructure and human and organizational factors. Although the digital platforms provide technical support, their effectiveness depends on users' ability to operate them and the institution's capacity to provide training, assistance, and

continuous evaluation.

Supporting and Inhibiting Factors

The analysis identified two major categories of factors influencing SIMDIK implementation: supporting factors and inhibiting factors.

Table 4. Supporting and Inhibiting Factors

Category	Factor	Description	Implication
Supporting	Technology integration	Several digital platforms are used to support different institutional activities	Increases efficiency and accessibility of information
Supporting	Shared organizational vision	Institutional commitment encourages the use of digital systems	Strengthens sustainability of implementation
Supporting	Continuous evaluation	System performance is reviewed according to institutional needs	Enables continuous improvement
Inhibiting	IT skill gap	Users have different levels of technological competence	Creates differences in system utilization
Inhibiting	Training needs	Some users require additional technical guidance	Continuous training is necessary
Inhibiting	User adaptation	Changes from conventional to digital processes require adjustment	Requires organizational support and mentoring

The dominant supporting factor identified in the findings is the integration of technology with the institution's organizational vision. In contrast, the most significant challenge is the difference in information technology skills among users. This finding indicates that technological investment alone is insufficient to guarantee effective SIMDIK implementation.

DISCUSSION | مناقشة

Planning and Organizing the Educational Management Information System at Al-Fityan School Foundation Gowa

Planning of the Educational Management Information System at Al-Fityan School Foundation Gowa

The school at Al-Fityan School Foundation Gowa began the development process of the Educational Management Information System by identifying needs through collecting data and information related to school management activities. The methods used include interviews with teachers, administrative staff, and management, as well as direct observation of operational processes to accurately and comprehensively understand the information requirements. This approach allows the school to determine what data is needed, the flow of information, and gaps between the needs and existing systems. It enables integrated management of student, teacher, curriculum, administration, and financial data. Ongoing technical support and gradual system development are also prepared to ensure Educational Management Information System runs effectively and provides optimal benefits in educational management at the foundation.

Based on observations and interviews, it can be concluded that Al-Fityan School Foundation Gowa aims to understand data needs, information flow, and identify gaps between needs and current systems in this process so that Educational Management Information System can be designed to manage student, teacher, curriculum, administration, and financial data in an integrated and effective manner to improve the quality and efficiency of education management. This needs identification is also driven by the desire to reduce teachers' administrative burdens so they can focus more on teaching. This approach shows systematic and comprehensive planning for the successful and sustainable implementation of Educational Management Information System.

According to observations and interviews, the objectives of implementing the Educational Management Information System at Al-Fityan School Foundation Gowa include increasing efficiency in managing student data and school administration, strengthening the learning process, and facilitating reporting to relevant parties. This involves reducing administrative workload through process automation, accelerating communication and information distribution between units, maintaining the integrity and security of academic data, supporting modern technology-based learning both online and offline, and enhancing collaboration and system integration across all educational units. Ustadz Usman, S. Ag., Head of IT at Al-Fityan School Foundation Gowa, presented a table of SIMDIK development objectives as follows.

Table 4.1 Objectives of SIMDIK at Al-Fityan School Foundation Gowa

Tujuan	
•	Reducing administrative workload through process automation and digitization.
•	Accelerating communication flow and information distribution between units.
•	Maintaining the integrity and security of academic data.
•	Supporting modern technology-based learning, whether online, offline, or hybrid.
•	Strengthening collaboration and system integration across all educational units

The Educational Management Information System also supports comprehensive data integration covering academics, finance, and administration to improve the quality of education and services for students, teachers, and parents, in line with the foundation's vision of producing a character-driven generation ready to face modern challenges. Evaluation and planning of SIMDIK are routinely conducted through meetings of the Daily Management Board to ensure the system's sustainability and development according to institutional needs. These meetings at the Al-Fityan School Foundation Gowa are conducted systematically and in an organized manner. The meetings aim to evaluate IT services and infrastructure, plan the needs of each unit, and address challenges along with their solutions and follow-ups. Through these meetings, decisions made can be clearly and timely monitored during implementation. Additionally, the meetings function as a communication platform that facilitates coordination between IT staff and relevant units, enabling the management and development of IT services in the school to run more effectively and be organized according to needs.

Based on observations and interviews, in planning the Educational Management Information System at Al-Fityan School Foundation Gowa, the school collects and analyzes information related to operational processes, encountered challenges, and data requirements through interviews with teachers, administrative staff, and direct observation. The existing system meets the school's needs so that SIMDIK can manage student, teacher, curriculum, administration, and financial data in an integrated manner. This process involves mapping human resources, business processes, and existing technology to ensure Educational Management Information System optimal implementation and maximum benefits in improving the efficiency and quality of education management. Regarding budget planning, the researcher includes the minutes of the Daily Management Board meetings of Al-Fityan School Foundation Gowa, which discuss Educational Management Information System budgeting.

Regarding budget planning, the Daily Management Board of Al-Fityan School Foundation Gowa indicates a clear and planned budget allocation for the second semester with a remaining balance of Rp. 120,232,021. This budget is prioritized for improvements in the IT room, including the separation of the AFDAL server room, CCTV area, and IT workspace, as well as the installation of electrical wiring and air conditioning (AC) in the server room and IT room. Additionally, the procurement of server racks is part of the planned expenditures. Overall, this planning

demonstrates the foundation's systematic efforts to enhance technology infrastructure and support the smooth operation of the educational information system.

As part of strengthening character education, especially in developing student discipline, extracurricular activities such as scouting play an important role in the environment of the madrasah tsanawiyah school. These activities not only train physical and mental skills but also instill values of discipline, responsibility, and cooperation from an early age.

Organizing the Educational Management Information System at Al-Fityan School Foundation Gowa

The SIMDIK team plays a crucial role in managing and ensuring the accuracy, validity, and integration of educational data that supports fast and precise decision-making. This team is responsible for optimizing information management processes, minimizing data errors, facilitating student progress tracking, and developing learning plans tailored to individual needs. Additionally, the team performs data analysis to identify weaknesses in learning and designs effective improvement strategies. In reporting, the team ensures transparency and accountability of information to all stakeholders to enhance the quality and efficiency of education management.

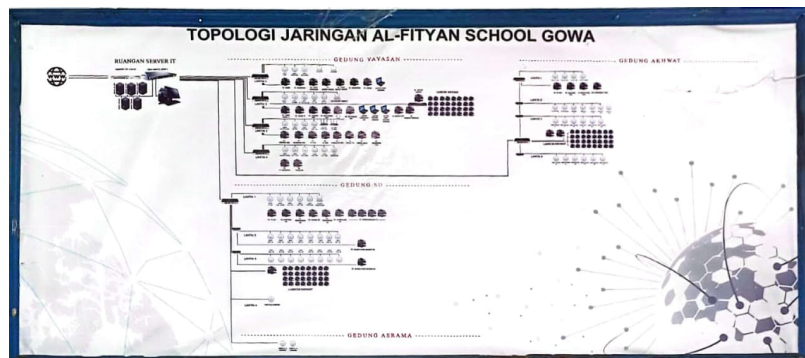


Figure 4.3 Network Topology of Al-Fityan School Foundation Gowa

Based on observations and interviews, the organization of the team formation in the implementation of the Educational Management Information System (SIMDIK) involves creating a special team consisting of representatives from various departments in the school such as administration, academics, and information technology (IT). This team is responsible for coordinating all activities related to SIMDIK implementation, from procuring hardware and software, staff training, to supervising and evaluating system usage. The team structure typically includes a project coordinator, system analyst, database administrator, application programmer, and network technician.

The SIMDIK team plays a crucial role in ensuring accurate, valid, and integrated data management, minimizing data errors, facilitating student progress tracking, lesson planning, attendance monitoring, and conducting data analysis to improve the learning process. In reporting, the team ensures transparency and accountability of information to all stakeholders to enhance the quality and effectiveness of education management.

Forming the SIMDIK team is essential in ensuring the accurate, valid, and integrated management of educational data at Al-Fityan School Foundation Gowa. The team functions to minimize data errors and facilitate tracking student progress, planning lessons, monitoring attendance, and analyzing data to improve learning quality. Additionally, the SIMDIK team is responsible for maintaining transparency and accountability in reporting information to all

stakeholders, supporting comprehensive improvements in the quality and effectiveness of education management. Regarding team formation, the researcher includes the decree on the formation of the SIMDIK team at Al-Fityan School Foundation Gowa.

Regarding data access policy organization in SIMDIK implementation at Al-Fityan School Foundation Gowa, clear rules and standards are established about who has access rights and restrictions based on user roles. This policy ensures data security, confidentiality, and integrity through user identification, authentication, and authorization mechanisms so that only authorized parties can use the information. Supervision and audits are conducted to prevent misuse and ensure compliance. Access rights management involves roles such as IT Head, System Administrator, school management, teachers, administrative staff, and parents/guardians with tailored access. The technical mechanism uses role-based access control (RBAC), starting with authentication followed by authorization according to policy. All activities are logged in an activity log, and data is stored on encrypted servers. This policy is vital for maintaining data security and integrity, supporting data-driven decision making, and strengthening collaboration and transparency in improving education quality professionally and systematically at the foundation.

Overall, the organization of the Educational Management Information System (SIMDIK) is the process of arranging human resources and technology in the educational institution to ensure the information system runs effectively and systematically. This involves forming a dedicated team with clear roles, dividing tasks, and establishing operational policies such as access and data protection. The SIMDIK team is responsible for managing procurement, training, supervision, and system usage evaluation. The team structure includes a project manager, system analyst, database administrator, programmer, network technician, administrative staff, teachers, and end users. This overall organization of SIMDIK ensures the system operates optimally, securely, and supports effective and sustainable education management within the foundation environment.

The Implementation of the Educational Management Information System at Al-Fityan School Foundation Gowa

The implementation of the Educational Management Information System generally involves the use of information technology to manage educational data and processes in a computerized manner to improve the quality of educational services and facilitate teaching and learning processes. The implementation involves the use of various applications such as student and educator data systems, online learning applications (e-learning), digital attendance systems (fingerprint), and web-based new student admission systems.

Educational Management Information System is capable of providing accurate and integrated data in its operation, supporting precise and efficient decision-making in schools. However, the success of the implementation depends on supporting factors such as the availability of technological facilities and skilled human resources, as well as support from various parties. Common challenges include users' difficulties in operating the system, technical issues, and students' adaptation to digital learning methods.

The provision of an intranet network between units is vital to strengthen internal connectivity, allowing faster and more efficient data exchange. This infrastructure is designed to ensure Educational Management Information System operates stably, securely, and centrally connected, supporting smooth educational management at the foundation. The development and improvement of SIMDIK at Al-Fityan are carried out gradually and continuously in line with evolving needs. This approach ensures the foundation's IT infrastructure can optimally and

securely support Educational Management Information System operations.

The installation of the Educational Management Information System system at Al-Fityan Foundation started with the setup of a local server as the data management center, followed by domain integration to connect all educational units centrally. The network infrastructure was built through LAN cable installation, access point setup, and centralized router and switch configuration to efficiently and securely manage data traffic. Security systems were strengthened with the implementation of firewalls and content filtering, along with the provision of an intranet network between units to accelerate data exchange.

Staff training to operate the Educational Management Information System at Al-Fityan School Foundation Gowa was conducted in an organized and planned manner to enhance the capabilities of human resources, especially teachers and administrative staff. Training methods included internal, external, and independent sessions tailored to participant needs. The training covered an introduction to Educational Management Information System as an integrated educational management tool, the use of applications for managing student, teacher, curriculum, and financial administration data, accurate data entry and management, reporting features for monitoring educational processes, and troubleshooting common technical problems.

Training was also provided to teachers, operators, librarians, and IT personnel, focusing on hands-on practice using Google Workspace, inputting E-Report cards, LMS management, and digital library operations, accompanied by mentoring to help participants quickly master the techniques. The training implementation started with needs identification, material preparation, phased execution, and evaluation followed by follow-up actions to ensure optimal SIMDIK mastery so that educational data management and school administration processes become more effective and efficient.



LAPORAN PERKEMBANGAN HASIL BELAJAR
SDIT AL-FITYAN SCHOOL GOWA

Arkana Athaya Gafur

Nama Peserta Didik : Arkana Athaya Gafur	NSS : 102190301048	Kelas : V-A	
Nomor Induk : 10.1819.063	Semester : Genap	Tahun Pelajaran : 2022-2023	
Nama Sekolah : SDIT Al-Fityan School Gowa			
Alamat Sekolah : Jl. Pallantikang I, Kel. Tombolo, Kec. Somba Opu, Kab. Gowa, Sulawesi Selatan			

PENILAIAN AFEKTIF

ASPEK	DESKRIPSI
A. SPIRITUAL	Ahamduillah Ananda Arkana Athaya Gafur cukup baik dalam aspek spiritual. Ananda mulai berkembang pada sikap, shalat duhu dengan terbi, shalat duha dengan terbi, duha dengan terbi, senat shalat, zakat. Ananda dengan terbi, shalat duhu dengan terbi. (Sakit, Alad dan tanggal merah di hari efektif), shalat magrib dengan terbi; shalat duha dengan terbi; shalat duha dengan terbi (Sakit, Alad dan tanggal merah di hari efektif); menatap aurat saat keluar rumah.
B. SOSIAL	Ahamduillah Ananda Arkana Athaya Gafur cukup baik dalam aspek sosial. Ananda mulai berkembang pada sikap, menerapkan budaya 5S (sorum, salam, sopan, dan santun); patuh kedisiplinan lingkungan (ISA); menyelesaikan semua tugas; datang ke sekolah tepat waktu; menggosok gigi dengan teratur setelah makan dan sebelum tidur; bisa merapikan jilbab sendiri; menggosokkan tangan dan selalu beres-beres; tidur lebih awal (pukul 21.00); bangun lebih awal (pukul 05.00); merenduk tangan orang tua sebelum berangkat dan setelah tiba di sekolah; mengucap salam saat masuk rumah; selalu beribadah; tidak menggunakan HP di hari Efektif (Senin - Jumat).

PERKEMBANGAN FISIK/KESEHATAN

NO	KONDISI	KETERANGAN
1.	Tinggi Badan	137 cm
2.	Berat Badan	25,2 kg
3.	Penglihatan	Normal

SARAN-SARAN

Anda memiliki potensi dalam bidang olahraga, khususnya futsal. Potensinya akan berkembang lebih baik jika diberikan motivasi dan kesempatan.

PENILAIAN KOGNITIF

NO	MATA PELAJARAN	KKM	CAPAIAN KOGNITIF		DESKRIPSI
			Nilai	Predikat	
A. MUATAN UMUM					
1.	Pendidikan Agama dan Budi Pekerti	82	88	B	Ahamduillah ananda Arkana Athaya Gafur baik dalam memahami kisah kelahiran Nabi Daud a.s., Sulaiman a.s., Idris a.s., Iyaz a.s., dan Muhammad saw. Cukup baik dalam memahami kisah puasa Ramadan yang dapat membantu akhirat mulai.
2.	Pendidikan Pancasila dan Kewarganegaraan	81	88	B	Ahamduillah ananda Arkana Athaya Gafur baik dalam memahami hak, kewajiban dan tanggung jawab sebagai warga dalam kehidupan sehari-hari. Cukup baik dalam menuliskan keberagaman sosial budaya masyarakat.

ABSENSI

NO	KETIDAKHADIRAN	NO	PROGRAM TAMBAHAN	CAPAIAN
1.	Sakit	5	Harit	
2.	Izin	7	Harit	
3.	Tampe Keterangan	-	Harit	

NO	PROGRAM TAMBAHAN	CAPAIAN
1.	Mufrodat Yaumiah	B
2.	Mentoring Islam	A
3.	Magrib Mengaji	D
4.	Mengisi Mutehah	R

HADITS DAN DOA

HAFALAN HADITS	HAFALAN DOA HARIAN
Kutamaan Membaca Al-Qur'an	Setelah Mendengar Azan

Keputusan: Berdasarkan pencapaian seluruh kompetensi, peserta didik dinyatakan naik ke kelas VI (enam)

Diberikan di	Gowa
Pada Tanggal	21 Juni 2023

Kepala Sekolah

Siti Sahrah, S.Sos., S.Pd.
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Wali Kelas

Ratnowati, S.Pd.
NIP 72015062

Chang Tua / Wali

(.....)

Figure 4. 1 Output E-Rapor Online

The use of E-Report, which contains student learning outcome reports, benefits not only teachers but also students' parents. The implementation of the SIMDIK application is greatly felt in supporting a more interactive and structured learning process. The utilization of SIMDIK at Al-Fityan School Foundation Gowa includes the use of several main features, such as Google

Workspace for Education for document collaboration, official communication, and centralized data storage; E-Rapor Online that allows teachers to input scores independently, class guardians to verify, and automatically print report cards; LMS AFDAL for online or hybrid learning with automatic assessments, discussion forums, and student progress tracking; and an Online Library that provides access to a complete digital collection with catalogs and automatic reminders.

Based on observations and interviews, the implementation of SIMDIK at Al-Fityan School Foundation Gowa shows that this system is effectively used to support the teaching and school administration processes. Staff and teachers are assigned specific tasks such as entering teaching materials and scores, supervising teacher performance, and technical handling by a tiered IT team. SIMDIK, especially through the AFDAL platform, facilitates the principal in monitoring teacher performance and student learning activities comprehensively across all class levels.

Students gain easier access to online learning with recorded lessons that can be replayed if missed, while parents can monitor academic progress through the e-report feature. Overall, SIMDIK at this foundation improves transparency, efficiency, and interactivity in educational management, thereby supporting better quality education.

Evaluation of the Educational Management Information System at Al-Fityan School Foundation Gowa aims to assess the system's effectiveness, efficiency, and impact in supporting the management of academic data and the learning process. Evaluation is conducted by measuring the quality of accurate, relevant, and consistent data, the system's reliability in operating without interruptions, system response speed, ease of use by users, and data security from unauthorized access. Methods used include user surveys to gather feedback, system performance analysis based on technical metrics, and system audits to ensure compliance with standards and policies.

Continuous improvement in the implementation of SIMDIK at Al-Fityan School Foundation Gowa is systematically carried out through data collection, analysis, and discussions with related parties to identify problems and solutions. This process involves direct observation, interviews with teachers, principals, and students, and document review. Evaluation results are used to design improvement plans that are then implemented and monitored continuously on daily, weekly, and monthly frequencies. The involvement of all parties in monitoring and evaluation ensures SIMDIK remains relevant, effective, and contributes positively to improving the quality of educational services at the foundation.

Based on observations and interviews, the benefits of the school conducting continuous evaluation and monitoring in SIMDIK implementation at Al-Fityan School Foundation Gowa are very significant. This evaluation helps increase efficiency and effectiveness in data and educational administration management, facilitating the delivery of accurate and timely information. With monitoring in place, the school can more effectively track student learning progress, design learning plans that meet needs, and provide targeted assessments. Furthermore, continuous evaluation allows for the identification of weaknesses in learning and administration processes for the design of appropriate improvement strategies. This positively impacts the improvement of teaching quality, school management, and overall educational service quality, ultimately supporting the achievement of national educational goals.

Overall, the evaluation and monitoring of SIMDIK implementation at Al-Fityan School Foundation Gowa are conducted comprehensively and continuously. This process involves data collection through observation, interviews, and documentation, followed by analysis to find obstacles and opportunities for improvement. Evaluations are regularly held at various intervals such as weekly, quarterly, and at the end of semesters. Evaluation results form the basis for designing improvement and development strategies and for consistent implementation

monitoring. The participation of various parties, including principals, teachers, and students, ensures good integration between the system and the institution's real needs, thus supporting effective and sustainable improvement of education quality.

The Educational Management Information System (SIMDIK) at Al-Fityan School Foundation Gowa demonstrates that the foundation successfully manages education well through the integration of information technology supported by a shared vision among the organizational members who view technology as a key to improving education quality. Moreover, close coordination and collaboration among educational units make SIMDIK implementation efficient and support synergy in managing education from kindergarten through high school. However, there remains a challenge in the form of IT skill gaps among users, requiring special attention to ongoing training. Overall, Al-Fityan School Foundation Gowa shows strong commitment to using SIMDIK as a strategic tool to enhance education quality.

Based on observations and interviews regarding the implementation of SIMDIK at Al-Fityan School Foundation Gowa, supporting human resource factors include a shared vision across the organization that technology is an important part of improving education quality. This vision drives the foundation's commitment to provide training, digital competence development for teachers and staff, and foster a work culture adaptive to technological changes. Furthermore, effective coordination and a spirit of collaboration among educational units at various levels facilitate information exchange and integrated task execution, accelerating technology adaptation and supporting smooth SIMDIK implementation.

CONCLUSSION

خاتمة

1) The planning and organization of the Educational Management Information System at Al-Fityan School Foundation Gowa show that the existing system meets the school's needs and can manage student, teacher, curriculum, administration, and financial data in an integrated manner. Human resources and technology within the institution operate effectively and systematically. The overall organization of Educational Management Information System ensures the system runs optimally, securely, and supports effective and sustainable education management within the Foundation environment. 2) The implementation of the Educational Management Information System at Al-Fityan School Foundation Gowa shows that various features comprehensively support administration and digital learning processes. By optimizing the use of Google Workspace for collaboration and communication, E-Rapor Online for score input, verification, and automatic report card printing, and LMS AFDAL as the learning platform with automatic assessment and student progress tracking facilities. 3) The evaluation of the Educational Management Information System at Al-Fityan School Foundation Gowa indicates that the foundation has successfully managed education well through the integration of information technology supported by a shared vision among the organizational members who view technology as a key to improving education quality. However, there is a challenge in the form of IT skill gaps among users, which requires special attention through ongoing training.

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